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ABSTRACT

Pursuing the overall goal to reduce sex stereotyping in vocational education and career choice, this resource guide presents classroom activities to encourage nonsexist career exploration. Introductory comments include an overview of research, myths, and eventual consequences of statistics regarding sex stereotyping, as presented during an institute designed to help teachers, counselors, and school administrators examine the role of men and women in the work force in 1979 and to promote sex-affirmative career planning. A product of the institute, the guide presents a series of eight career education objectives with corresponding sex equity objectives. Objectives relate to self-awareness, educational awareness, career awareness, economic awareness, decision-making skills, skill awareness, employability skills, and appreciation and attitudes. Following these are summaries of activities developed from the Southeastern Massachusetts University Title IV Program which address career education and sex equity goals, listed sequentially by grade level (K-8). Each activity includes objectives, procedures, materials needed, and resources. A resource list for the guide is appended. (FP)

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RESOURCE GUIDE

Sex Equity in Career Education (K-8)

Southeastern Massachusetts University
Division of Continuing Studies and Special Programs
Title IV, Civil Rights Act Training Institute, U.S.O.E.

ED179723

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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CE 023 229

Vocational Opportunities for Everyone Project, 1978-1979
Dr. Robert Lewis Piper, Project Director
Elizabeth Kugler, Institute Coordinator
Sandra Blomfield/Stephen DeCollibus/Carole Johnson,
James Kilmurray, Training Consultants

July 1979
New Bedford, Massachusetts

Introduction

Reducing sex-role stereotyping in vocational education and career choice has been the overall goal of the 1978-79 SMU Title IV Training Institute. Working in two vocational school regions in southeastern Massachusetts, the project staff implemented a series of institutes to influence the number of young women entering non-traditional shops at the vocational schools and to increase the awareness of elementary and middle school teachers to non-traditional occupations.

Research shows that by eight years of age girls have drastically limited their choice of occupations and have begun to select low-paying, sex-stereotyped careers considered appropriate for women. Yet by 1980 it is projected that 52 percent of the work force will be female and that the majority of women will work because of economic need. Unfortunately, most girls are conditioned from an early age not to set their goals beyond a limited range, not to imagine that they may be the sole support of their children, not to look for careers in fields that offer good advancement and high pay.

The myths about women's work persist despite the realities of modern society. Let us consider these facts:

women currently earn 57¢ for every dollar earned by men
the divorce rate continues to grow, up 127% since 1960
one-half the children born today will spend a significant part of their lives with a single parent
in 1978, 8 million families were maintained by women not living with their husbands, a 44% increase since 1970
in 1978, 1.6 million families were maintained by men not living with their wives.

The consequences of these statistics from the U.S. Department of Labor and the Bureau of the Census are significant. In the future, more women will find themselves breadwinners for their families and more men will share domestic responsibility. Women can no longer afford to believe the Cinderella myth and men can no longer assume they will be able to dedicate all their energies to their occupations.

It was the purpose of the SMU Institute to help teachers, counselors and school administrators examine the role of women and men in the work force in 1979, to study new options available for them, and to find ways to transmit this information to students.

The important role of sex-affirmative career planning was emphasized. Elementary personnel developed non-sexist career awareness activities for their classrooms. Participating teachers and counselors from middle and junior high schools, as well as vocational

instructors, applied a career decision-making model with their students. This model, developed by training consultants Sandra Bromfield and James Kilmurray, presents each step in making an occupational decision — information gathering, resolving value conflicts, goal setting, outcome prediction and risk taking. Working with the model, and even applying it to their own lives, participants realized that too often vocational decisions are made by accident or by an unrealistic belief in the traditional myths: women work only for pin money; men do not nurture children as well as women; women do not like to work outdoors; men must always be the family's principal breadwinner. Institute teachers, counselors, and administrators became aware that these myths are not supported by facts.

All participants took part in a day-long sampling session at a vocational school. Each was asked to take part in a non-traditional, sex-integrated shop. Women and men worked together in the areas of auto body, carpentry, child care, cosmetology, fashion design and plumbing. Perhaps no other single experience in the Institute did as much to break down traditional views of appropriate occupations for both sexes and to reinforce the importance of freedom of vocational choice based on personal interest and not gender.

The *Resource Guide* is a product of the search by Institute participants for classroom activities to encourage non-sexist career exploration. We hope that it will stimulate many other strategies to prepare elementary and middle school students for non-traditional occupations in our future society.

Elizabeth H. Kugler
Institute Coordinator

Career Education Objectives I

Good career education addresses problems arising from a rapidly changing society. Student preparation for future jobs includes recognition of the changing occupational roles of women and men and the setting of realistic and satisfying career goals. But the presentation of sex-fair career opportunities is not separate from the following basic objectives of career education.

A. **Self-Awareness/Knowledge of Individual Self**

Career Education Objective: Appraisal of individual values, likes, dislikes, skills as basis for selecting lifetime work.

Sex Equity Objective: Acceptance of values, likes, dislikes, skills without reference to gender.

B. **Educational Awareness/Understanding of Connection between Education and Life Roles**

Career Education Objective: To recognize the education and training needed for different careers and out-of-school learning experiences.

Sex Equity Objective: To be aware that educational opportunities are available regardless of sex. Title IX and Massachusetts Chapter 622 assure open access to training and education.

C. **Career Awareness/Knowledge of Total Spectrum of Careers**

Career Education Objective: To understand the variety and characteristics of different career fields.

Sex Equity Objective: To understand that the spectrum of careers is not divided into "male" and "female" occupations. Personal interest and individual skills, not gender, should determine occupational choice.

D. **Economic Awareness/Understanding of the Processes of Production, Distribution and Consumption**

Career Education Objective: To relate career roles to lifestyle and personal economics.

Sex Equity Objective: To understand the economic consequences of career choice. Which jobs pay enough to make an independent life possible?

E. **Decision-Making Skills/Rational Process of Career Choice**

Career Education Objective: To relate career decisions to career goals.

Sex Equity Objective: To understand that decisions based on sex-stereotyped roles lead to sex-stereotyped careers.

F. **Skill Awareness/Awareness and Acquisition of Skills Needed to Perform in a Career**

Career Education Objective: To be able to perform entry level tasks.

Sex Equity Objective: To be aware of and acquire skills necessary to perform entry level tasks in a non-traditional occupation.

G. **Employability Skills/Social and Communication Skills**

Career Education Objective: To acquire basic work habits and attitudes and to understand working in independent, team, and supervised situations.

Sex Equity Objective: To be able to assert and accept individuality in independent, team, and supervised situations and to work compatibly within a group whatever its gender composition.

H. **Appreciations and Attitudes/Awareness of Feelings toward a Career's Social and Economic Environment**

Career Education Objective: To recognize environmental differences in occupations and different responsibilities required in various careers.

Sex Equity Objectives: To recognize that careers are sex-stereotyped unnecessarily; to understand the non-traditional responsibilities and benefits that accompany non-traditional occupations.

In elementary schools, the development of self-awareness and self-esteem is a preeminent goal and career education supports the exploration of individual interests. In middle-school career preparation, self-awareness and career exploration are further refined and related to specific goals. At this level, it is possible to recognize the preparation required for a career and to estimate possible outcomes.

The following activities developed from the SMU Title IV Program address both career education and sex equity goals, K-8. The sequence is by grade level.

Classroom Activities II

OCCUPATIONAL FLOWER

Objective: To create an awareness regarding freedom of choice in careers based on individual interest, not gender.

Procedure: Draw a flower of occupations with each petal representing a different occupation. Ask students to color petals which represent occupations that they "want to be." Introduce sex-fair terms (i.e., firefighter instead of fireman) and conduct a discussion afterwards about traditional vs. non-traditional choices and how they should be based on individual interests instead of sex.

Materials: Paper, crayons, scissors, paste, glue.

Resources: "Free To Be You and Me" (record and book pack by Marlo Thomas).

COLLAGE

Objective: To illustrate traditional limitations and real options based on individual preference, not gender.

Procedure: Have students make a collage illustrating traditional and non-traditional jobs. Discuss with them why they are.

Materials: Magazines with pictures, paste, scissors.

Resources: *MS* magazine and others.

ROLE MODELS

Objectives: To give students opportunity to explore interests and identify career interest areas. To remediate stereotyped traditionally-limited career choices.

Procedure: Hang pictures of non-traditional role models around room and on bulletin board. Conduct discussions with students on their observations and have children draw themselves in a variety of careers.

Materials: Paper, crayons or camera, film, dress-up costumes appropriate for each career.

Resources: *MS* magazine. Real people in non-traditional occupations in the community.

WORKERS ARE PEOPLE

Objectives: To give students opportunity to explore interests and identify career interest areas. To remediate stereotyped traditionally-limited career choices.

Procedure: Have students go through magazines, newspapers, texts, and cut out illustrations of people working. Note any difficulty students may have in finding illustrations which illustrate non-traditional roles. Teacher should use this fact as base for discussion.

Materials: Magazines, newspapers.

Resources: Guidelines for leading discussion about non-traditional roles.

HANDS-ON EXPERIENCE

Objectives: To provide an experiential learning situation where students can try out a non-traditional activity. To be able to identify problems related to non-traditional choice.

Procedure: Have the class participate in two activities (one traditionally male such as carpentry, and one traditionally female such as embroidery) and then discuss the kinds of skills needed to perform well in each activity. Make certain children realize skills are not sex-related.

Materials: Use of carpentry shop, machine shop, or tools and materials brought into classroom.

Resources: People in non-traditional roles in the community. Classroom teacher should be prepared to teach the non-traditional activity.

IDENTIFYING STEREOTYPES

Objective: To make children aware of misconceptions regarding masculine/feminine traits.

Procedure: Develop a pre/post test dealing with associations that go along with male and female. Have students — in either a written or verbal form — respond to associations (i.e., male — truck, female — washing machine) then have a discussion of why particular associations are made (stereotyping). Do the same test and evaluate whether the same associations are made.

Materials: Pre/post test (1-10 questions). Guidelines for group discussion and processing activity.

FRIENDS ARE PEOPLE

Objective: To minimize sex segregation in third- and fourth-grade classes based on learned stereotypes.

Procedure: Have students draw a picture of their best friend and then, in class discussion, list adjectives describing friendship. Help students make relationship between friendship and adjectives that can apply to both male and female friendships. Friends do not have to be of the same sex.

Materials: Blackboard, chalk, crayons, paper.

Resources: "Sexism in the Fourth Grade" by Kevin Karkau (SMU file).

T.V. FAVORITES

Objective: To create an awareness in students regarding positive human traits and emphasizing that they are human, not masculine or feminine.

Procedure: Have students talk about their favorite characters on television and what they admire about her/him. Discuss: What makes a favorite female character? What makes a favorite male character? Then compare the traits. (They should provide discussion on what makes a good *person*.)

Materials: T.V. Guide, paper, pencils.

Resources: Assigned television programs.

NON-SEXIST FAIRY TALES

Objective: To illustrate that males and females both play active roles in stories and life.

Procedure: Rewrite a traditional fairy tale to reverse the hero and victim roles (i.e., male as hero and female as victim).

Materials: Fairy tale books.

Resources: "Dick and Jane as Victims" (monograph). "Images of Males and Females in Elementary School Textbooks" (slide presentation). See Resource List for both.

GRADES 4-5

FLOWERS

Objective: To provide an opportunity for students to identify limitations based on sex.

Procedure: Using a flower as a symbol for the student, have students select flowers which represent things they would like *to have*, and things they would like *to be* and then cut them out and plant them on a piece of paper, the most important in each category being the tallest. Discuss any limitations students felt in being either male or female.

Materials: Paste, paper, scissors.

Resources: "Free To Be You and Me" (record and book pack by Marlo Thomas).

SEXIST ADVERTISING

Objective: To make students aware of sexism in advertising and its impact on people.

Procedure: Have children act out an advertisement either from T.V. or other media so that it is sex-fair.

Materials: T.V. show assignment — for specified period of time (for example, 2 hours — between 7 p.m. and 9 p.m.)

Resources: T.V. Guide. "Female Images," slide presentation for educators/parents on advertising and its effects, prepared by Dusty Miller, Everywoman's Center, University of Massachusetts.

ACCEPTING CHANGE

Objectives: To present a real picture of economic and social changes taking place in society. To help students understand and deal with changes.

Procedure: Conduct a discussion about how male and female roles are changing away from tradition, and have students write an essay about how they feel about these changes and how it will affect their lives.

Materials: Magazines, television, news articles.

Resources: U.S. Department of Labor, Women's Bureau (for statistics). See Resource List.

I CAN BE

Objective: To eliminate stereotypes which create barriers to real interests/activities/careers.

Procedure: Make a list of occupations and have students put "M" and "F" beside those occupations which are exclusively male or exclusively female and then, for each occupation, have students respond to statements such as "A woman can be . . ., A man can be . . . ."

Materials: Paper, pencils.

Resources: *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics.

CASE STUDIES

Objective: To help students explore problems encountered when non-traditional activities/interests are pursued.

Procedure: Develop non-traditional case studies around boys' and girls' activities (such as a case study about a girl on a Little League team) and get student reaction to the cases through structured questions in small groups.

Materials: Actual cases in school or classroom — without being too obvious or using names.

Resources: Other teachers. Students' own stories. "It's All Right To Be An Athlete," filmstrip prepared by Abbe Smith, New Haven Legal Services, New Haven, Connecticut.

MY FUTURE/MY PAST

Objective: To help students explore harmful limitations of sex-role stereotyping.

Procedure: Have students project themselves 50 years into the future through the idea that they are attending a reunion and are being questioned by classmates about "what they are doing now." How many students will answer this in terms of a non-traditional choice they might have made? This should be the focus for classroom discussion. Then reverse sex and ask same question.

Materials: Small groups.

Resources: "Famous Old Question Game" (SMU file)

INDIVIDUAL DIFFERENCES COLLAGE

Objective: To be able to examine individual strengths and weaknesses and understand how sex bias affects a student's perception of self.

Procedure: Using pictures from magazines, a mirror collage can be developed to reflect how the student sees her or his strong and weak points at the present time. In a follow-up discussion these points should be discussed in terms of breakdown by male and female. Different categories based upon sex will merge.

Materials: Magazines, newspapers, scissors, paste, paper. (Small groups are preferable).

Resources: Famous people (role models).

JOBS FOR PEOPLE

Objective: To help students understand barriers created by sex-role stereotyping in choosing a career.

Procedure: Develop a list of 40-50 jobs and have student select the jobs they least like and most like. Do a comparison between males and females in a follow-up discussion as well as having students do over the activity from the perspective of being another sex and see if results are the same.

Materials: Student notebooks, pencils, library.

Resources: *Occupational Outlook Handbook*, U.S. Department of Labor, Bureau of Labor Statistics.

CLASS HELPERS

Objective: To show students that task performance ability/skill is not based on sex.

Procedure: Using the tasks students perform in maintenance of the classroom, have them select the tasks that can be best performed by boys and those best performed by girls, and then do a discussion of why and on what basis they made those determinations.

Materials: List of class jobs already performed. New list of possible additions with integration of males and females.

Resources: Other teachers and employees in school (cafeteria, library, maintenance).

MASCULINE/FEMININE — WHAT DOES IT MEAN?

Objectives: To explore with students what it means to be masculine or feminine. To make students aware of both traits in themselves.

Procedure: On a paper, list all the feminine traits you can think of. On another paper, list all the masculine traits you can think of. Ask the question, "Who is the person you have created?" Is it a realistic picture? Could that person really exist? Do people really have either all masculine or all feminine traits?

Materials: Blackboard, chalk. One large group.

Resources: "Free To Be You and Me" (record and book pack by Marlo Thomas).

GRADES 6-8

REWRITING COMMERCIALS

Objective: To understand harmful effects of sex-role stereotyping in advertising.

Procedure: Create an awareness of how advertising contributes to the stereotyped roles of men and women through taping a minimum of 5 T.V commercials which do one of the following: (1) portray women's delignt in doing housework; (2) suggest women will have a new lift if they use product; (3) show women or men in traditional roles of housewife and breadwinner. Counteract this by having students rewrite commercials.

Materials: Video tape equipment, paper, pencils.

Resources: T.V. Guide. "Female Images" slide presentation for educators and parents on advertising and its effects prepared by Dusty Miller, Everywoman's Center, University of Massachusetts.

T.V. CELEBRITIES

Objectives: To help students see role of women on television. To determine reality of those roles.

Procedure: Analyze popular T.V. shows for the occupations represented by both men and women.

Materials: Television. Brainstorming session. Chalk, blackboard.

Resources: T.V. Guide. *People* magazine.

ROLE REVERSALS

Objective: To illustrate that males and females both can play active roles in stories and in real life.

Procedure: Have students write stories showing men and women or boys and girls in roles or activities not based upon sex (from materials read in classroom).

Materials: Textbooks, materials used in regular classes with students.

Resources: "Images of Males and Females in Elementary School Textbooks" slide presentation. See Resource List.

ANDROGYNOUS FIGURES

Objective: To help students identify stereotypes and personal bias.

Procedure: Draw a series of stick figures indistinguishable as to sex holding objects or doing something (i.e., holding a bat, a broom, etc.) and have students make up stories about them.

Materials: Paper, pencils.

MY FUTURE/MY PAST

Objective: To help students explore harmful limitations of sex-role stereotyping.

Procedure: Have students project themselves 50 years into the future through the idea that they are attending a reunion and are being questioned by classmates about "what they are doing now." How many students will answer this in terms of a non-traditional choice they might have made? This should be the focus for classroom discussion. Then reverse sex and ask same question.

Materials: Small groups.

Resources: "Famous Old Question Game" — (SMU file)

I WANT TO BE

Objective: To expose students to a wide variety of career opportunities and discuss sex-related barriers.

Procedure: Write the words "I want to be" at the bottom of a piece of drawing paper and have the students fill in the blank and illustrate and follow up with discussion of careers and skills or a collage showing the world of work. Be *sure* to integrate sex equity by identifying problem areas.

Materials: Paper, pencils. Videotape for optional interviews and discussion.

Resources: "Anything You Want To Be" (film). See Resource List.

HIT MUSIC EXERCISE

Objective: To help students identify sex-role stereotypes within their own music culture.

Procedure: Have students analyze a few current hit songs by listing words used to describe males and words to describe females. Discuss how men and women are presented and what the songs suggest about roles, and how these roles may be limiting to career choices.

Materials: Tapes, albums. (Make certain that students choose the music.)

Resources: Olivia Records, Inc., San Francisco, California.

REAL PEOPLE

Objectives: To expose students to people who are successful in non-traditional careers. To provide an opportunity for students to analyze and question problems encountered in non-traditional careers.

Procedure: Bring in non-traditional role models from the community and have them discuss their experiences as well as address questions from the students. (Do *not* announce the *male* nurse, the *woman* doctor, etc.)

Materials: People from community in non-traditional roles.

Resources: SMU list. Also telephone and utility companies and other large organizations in local areas.

SHOP SAMPLING

Objective: To give students a hands-on experience in a non-traditional shop.

Procedure: Have a field day at a local vocational school providing the students an opportunity to sample non-traditional shop areas. (Make sure everyone samples a non-traditional shop in a sex-integrated situation.)

Materials: Vocational school facilities.

Resources: SMU Resource Center, Cape Cod Regional Technical High School (Harwich, MA), Bristol-Plymouth Regional Technical School (Taunton, MA).

Resource List III

Agency for Instructional Television
1111 West 17th St.
Bloomington, IN 47401
Films about sex-role stereotyping.

American Federation of Teachers-Women's Rights Committee
706 E. Denny Way
Seattle, WA 98122
Publications, lists, and films.

Being a Man: A Unit of Instructional Activities on Male Role Stereotyping by David Sadker
Supt. of Documents
U.S. Government Printing Office
Washington, DC 20402
Stock No. 017-080-01777-6. $2.10 prepaid.

Booklegger Press
555 29th St.
San Francisco, CA 94131
"Positive Images" — a guide to non-sexist films for young people.

Business and Professional Women's Foundation
2012 Massachusetts Ave., NW
Washington, DC 20036
Bibliography, "Women and Work in U.S. History," and others.

Butterick Publishing Co.
161 Sixth Ave.
New York, NY 10013
Films about sex-role stereotyping.

Center for Vocational Education
The Ohio State University
1960 Kenney Road
Columbus, Ohio 43210
Resources on eliminating sex-role stereotyping in vocational education.

Change for Children
255 Mission St. — #201
San Francisco, CA 94105
415-282-3142
Resource center, publications, and information.

Choosing Careers: Role Models, Influences, and Fantasies: Approaches to Non-Sexist Literature and Films
Workshop materials developed by Young Women's Christian Association of Oahu, Honolulu, Hawaii. Available from Education Development Center, 55 Chapel St., Newton, MA 02160.

From Dreams to Reality
Program Development
Girl Scouts of USA
830 Third Avenue
New York, NY 10022
Career exploration materials including activity book and deck of career cards.

Harrington/O'Shea System for Career Decision-Making
Chronicle Guidance Publications
Moravia, NY 13118
Occupational interest surveys and profiles free of sex bias.

Issues of Sex Bias and Sex Fairness in Career Interest Measurement
Supt. of Documents
U.S. Government Printing Office
Washington, DC 20402
Stock No. 017-080-01465-3
Collection of papers emphasizing sex bias factor in guidance and testing procedures.

"Just Being Myself" — film
Joseph P. Keefe Technical High School
750 Winter St.
Framingham, MA 01701
Four young women discuss their non-traditional shop choices.

The National Commission on Working Women
Room 400
1211 Connecticut Avenue, N.W.
Washington, DC 20036
Surveys.

New Day Films
P.O. Box 315
Franklin Lakes, NJ 07417
"Men's Lives" and other topical films.

New Directions for Young Women
2201 No. Country Club
Tucson, Arizona 85716
602-327-4261
Books, materials, films, and newsletters.

Project Equality
John Ross
Director of Federal Programs
Highline School District
15675 Ambaum Blvd., S.W.
Seattle, WA 98166
433-0111

Project aimed at reducing sex-role stereotyping in career education. Awareness materials available at no charge. Other packets, booklets and staff training materials range in cost. (K-6)

Project HEAR
Joel Geller, Director
Cogent Associates
575 Ewing Street
Princeton, NJ 08540
609-921-1484

Program to reduce the effects of gender-role limitations in vocational choice. Primary, intermediate and secondary units integrated into curriculum. Awareness materials free. Units, under $100, range in cost.

PEER (Project on Equal Education Rights)
1029 Vermont Avenue, N.W.
Washington, DC 20005
202-332-7337

Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools. Kit $5. Publications list and newsletter available.

Project on the Status and Education of Women
Association of American Colleges
1818 R Street, N.W.
Washington, DC 20009

Clearinghouse of information concerning women in education.

Resource Center on Sex Equity
Council of Chief State School Officers
Suite 379
400 North Capitol St., N.W.
Washington, DC 20001
202-624-7702

Slide show, "Images of Males and Females in Elementary School Textbooks."

The Resource Center on Sex Roles in Education
National Foundation for The Improvement of Education
1201 Sixteenth St., N.W.
Room 701
Washington, DC 20036
202-833-5426

Books, materials, newsletters, and films.

SEGO (Sex Equality in Guidance Opportunities)
American Personnel and Guidance Association

SEGO Project
1607 New Hampshire Ave., N.W.
Washington, DC 20009
Films, books, ideas — especially for guidance and career counseling.

Tricontinental Film Center
333 Sixth Avenue
New York, NY 10014
212-989-3330
Films about minority and women workers.

Women on Words and Images
P.O. Box 2163
Princeton, NJ 08540
609-921-8653
Numerous bibliographies, films, and materials.
Monograph, "Dick and Jane as Victims."

Women's Bureau
Employment Standards Administration
U.S. Department of Labor
Washington, DC 20210
202-523-6611
Statistical data and up-to-date information on the economic status of women in U.S.

Women's Educational Equity Communications Network
Far West Laboratory for Educational Research and Development
1855 Folsom St.
San Francisco, CA 94103
415-565-3032 or 3000
Publications, bibliographies, newsletter.
Film, "Anything You Want to Be."

Women's Educational Equity Act Program Dissemination Center
c/o Education Development Center
55 Chapel St.
Newton, MA 02160
(toll free) 800-225-3088
Selection of materials produced under WEEA grants.

Women's Sports Foundation
1660 S. Amphlett Blvd.
San Mateo, CA 94402
Slide programs and evaluation questionnaires.

Young Women in Construction
Playground Project of the Lawrence (MA) Public Schools
Suzanne M. Piscitello
Assistant Superintendent for Federal Programs
Lawrence, MA 01842

Young Women's Company
2813 So. Sixth Ave.
Tucson, Arizona 85713
602-622-1146
Vocational counseling, materials, ideas, and films.

YWCA Vocational Readiness Program
YWCA of Los Angeles
1215 Lodi Place
Los Angeles, CA 90038
Article, "Will Marriage Turn You On For The Next 50 Years?" and other booklets.

CWEALF (Connecticut Women's Education and Legal Fund, Inc.)
614 Orange St.
New Haven, Connecticut 06511
and
57 Pratt St.
Hartford, Connecticut 06103
Public interest law firm specializes in sex discrimination cases; also has extensive public education program for teachers, parents, administrators. Resource lists of films, books, programs available.

The Feminist Press
Box 334
Old Westbury, NY 11568
516-997-7660
Publishing company, catalogs, bibliographies, speaker's bureau, and consulting services.

Film Fare Communications
10900 Ventura Blvd.
Studio City, CA 91604
Films about sex-role stereotyping.

Focus on the Future
Cleveland State University
Cleveland, Ohio
Project Director: Dr. Lewis E. Patterson
Workshop materials and manual for group career guidance sessions and in-service training on sex stereotyping. Available from Education Development Center, 55 Chapel St., Newton, MA 02160.